The Role of Personality, Adversity Intelligence and Creativity in Increasing Entrepreneurial Interest Through Student Involvement in Entrepreneurship Lectures

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Article Info	Abstract
	Entrepreneurial interest does not grow by itself but can influence by several factors. The purpose of this study is to examine the relationship between determinants in entrepreneurial interests, namely personality, adversity intelligence, creativity and student involvement. This research uses a quantitative approach and path analysis. From the sample of 168 students, it found that the personality, adversity intelligence and creativity of each affected the involvement of students. Then the personality, involvement of students and creativity each affect the entrepreneurial interest. All variables in this study are in the high criteria in descriptive analysis. The results of the research may be to consider in conducting policies by related parties.

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INTRODUCTION

State and private universities in every year produce graduates whose numbers are not proportional to employment and generate unemployment; this is a big problem and must resolve immediately. Data from the Badan Pusat Statistik (2018) in August showed there 7 million unemployed, of which there were 5.89% unemployed from S1 graduates. The percentage of unemployment increased when compared to February 2017. There were 7.04 million unemployed with a percentage of S1 graduates of 5.18%. Then, Universitas Negeri Semarang through BPTIK (2017) conducted a Tracer Study survey to find out the distribution and career of graduates.

Faculty of Economics has a percentage of unemployed graduates of 25% and is the second-highest after the Faculty of Social Sciences. Based on the data above, it looks that the Faculty of Economics has a percentage of unemployed graduates of 25% and is the second-highest after the Faculty of Social Sciences. Is unfortunate considering that the graduates of entrepreneurship courses, namely Business Feasibility Study (Studi Kelayakan Bisnis) are required to be taken and weighs two credits, whereas in other faculties entrepreneurship courses are optional courses or may not be included in the Study Plan Card (Kartu Rencana Studi). It appears that the lectures given have not been able to encourage entrepreneurial interest, so further research is needed.

Asmawi (2005: 67) revealed that college graduates were not always able to be accepted and were able to work as expected by the world of work. As a result, more and more young people, especially university graduates who continue to think like that, the problem of unemployment in Indonesia will become increasingly complicated. According to Siswoyo (2009: 122), unemployment is an important issue of the nation and becoming an entrepreneur (entrepreneur) is one way out, because the entrepreneurial group determines the progress and economic decline of a nation. Choosing a career as an entrepreneur must start with an entrepreneurial interest.

Entrepreneurial interest does not grow by itself but influenced by several factors.

Entrepreneurship education is one of the efforts of the university to foster entrepreneurial interest in students. The implementation of entrepreneurship education, in this research, the entrepreneurship course certainly requires student involvement, so it can understand that student engagement in entrepreneurship courses is a process. The process cannot stand alone; of course, there are inputs and outputs as a series. Astin's theory (1993) in Yanto (2011: 3) regarding the I-E-O model explains that the input is what is inherent in students, while the environment refers to the experience of students during the education process and the result is something that the lecturer wants to develop through the educational process.

Karabulut (2016) in his research stated that from the results of factor analysis and regression analysis, it found that personality traits had a positive effect on entrepreneurial interest, and personality was able to explain entrepreneurial interest by 37%. The study contradicts that of Obschonka et al. (2010) in his research, the results show that personality does not affect the interest to start entrepreneurship. Then Ajiwibawani (2017) found in his research that Adversity Quotient affects Student Entrepreneurship Attitudes. The study contradicts the research of Bulmash (2016), in his research, found that adversity in entrepreneurship has a significant and negative effect on satisfaction to become entrepreneurs. Furthermore, Ward (2004), in his previous research, found an influence between creativity with the desire to start entrepreneurship.

The study contradicts the research of Adhimursandi (2016) in that the factor that has a negative and significant effect is creativity. Then Leonidou et al. (2018) in his previous research found involvement (involvement) in the early incubation period of entrepreneurship will have an impact on greater interest in entrepreneurship so that the entrepreneurship formation program can be successful. The study contradicts the research of Hessels et al. (2009) found in their research that those who will restart their entrepreneurship or think about leaving the entrepreneur will have low involvement in entrepreneurial activities and negatively influence their entrepreneurial interests.

Based on Astin's theory of IEO and based on past research and the existence of a research gap it can categorise that personality, adversity

intelligence and creativity are input because these three things are inherent in students, while the environment is student involvement in student subjects, and The output is an entrepreneurial interest in students. This research is necessary to evaluate the involvement of students in entrepreneurship courses and the factors that influence it, so they can find out why the problem occurs. Personality, adversity intelligence and creativity will be independent variables in this study, student engagement becomes an intervening variable in this study following Astin's theory and based on Yanto's research (2011) which makes (student engagement) a moderation variable in competency measurement student accounting (SAC) with the Astin's IEO model. The purpose of this study is to examine the relationship between determinants in entrepreneurial interests, namely personality, adversity intelligence, creativity and student involvement

METHODS

This study uses a quantitative approach. The data collection method used in this study is a survey method. This quantitative research used survey method, and the questionnaire was the source of the main data. The questionnaire used in this study is a closed question type. Then the source of the data in this study is primary data, which data is directly from respondents, namely the 2015 and 2016 Faculty of Economics students with a population of 1,814 students. The sample in this study amounted to 168 respondents, where that number met the Maximum Likehood (ML) requirements.

Sampling used proportional random sampling method. The questionnaire uses seven levels of agreement on the Likert-type Response Scale Anchors, which consists of strongly agree, agree, somewhat agree, doubt, doubt disagree, disagree and strongly disagree. The highest point of seven points to strongly agree and the lowest point to strongly disagree. Descriptive analysis, path analysis, goodness of fit test, carried out by using several indexes such as those conducted by Yanto *et al*. (2016).

RESULTS AND DISCUSSION

Presentation of results begins with exposure to the results of descriptive analysis. The first descriptive analysis of personality variables, to make it easier to read the results, the analysis displayed in the Table 1.

Table 1. Descriptive Analysis of Personality Variables

Interval	Criteria	Frequency	Percentage (%)
24.58 - 28	Very High	15	8.93
21.15 - 24.58	High	95	56.55
17.72 - 21.15	Rather High	58	34.52
14.29 - 17.72	Moderate	0	0
10.86 - 14.29	Rather Low	0	0
7.43 - 10.86	Low	0	0
4 - 7.43	Very Low	0	0
Total		168	100

Source: processed primary data, 2019.

Based on Table 1, it looks that the personality variable is at a high criterion, which is 95, with a percentage of 56.55%. High personality is a reflection of individuals who can agree well that can establish a relationship with other individuals. Besides personal with high criteria shows that the person has an orientation in completing a task that has been received and maximizes the results to achieve. Personality with high criteria also reflects a person with a high leadership spirit which has a good side of originality.

Table 2. Descriptive Analysis of Adversity Intelligence Variables

Interval	Criteria	Frequency	Percentage (%)
24.58 - 28	Very high	21	12.50
21.15 - 24.58	High	104	61.90
17.72 - 21.15	Rather high	43	25.60
14.29 - 17.72	Moderate	0	0
10.86 - 14.29	Rather low	0	0
7.43 - 10.86	Low	0	0
4 – 7.43	Very low	0	0
Total		168	100

Source: processed primary data, 2019.

Based on Table 2, it looks that the adversity intelligence variable is at a high criterion, which is of 104, with a percentage of 61.90%. High criteria for intelligence adversity reflects that

individuals have control in solving a problem, and individuals have better endurance than individuals with low adversity intelligence. Also, individuals will be more spirited in every problem, and reach of problem-solving becomes better.

Table 3. Descriptive Analysis of Creativity

Interval	Criteria	Frequency	Percentage (%)
24.58 - 28	Very high	56	33.33
21.15 - 24.58	High	98	58.33
17.72 - 21.15	Rather high	14	8.33
14.29 - 17.72	Moderate	0	0
10.86 - 14.29	Rather low	0	0
7.43 - 10.86	Low	0	0
4 - 7.43	Very low	0	0
Total		168	100

Source: processed primary data, 2019.

Based on Table 3, it looks that the creativity variable is at a high criterion. Which existing frequency of 98 with a percentage of 58.33%. High criteria in creativity reflect individuals who have a great curiosity about new things, where it can also reflect an open attitude to new experiences. An individual can further encourage to be more resourceful and make his thinking more flexible when compared to other individuals with low creativity criteria.

Table 4. Descriptive Analysis of Student Engagement Variables

Interval	Criteria	Frequency	Percentage (%)
24.58 - 28	Very high	63	8.93
21.15 - 24.58	High	92	56.55
17.72 – 21.15	Rather high	13	34.52
14.29 - 17.72	Moderate	0	0
10.86 - 14.29	Rather low	0	0
7.43 - 10.86	Low	0	0
4 - 7.43	Very low	0	0
Total		168	100

Source: processed primary data, 2019.

Based on Table 4, it looks that the student engagement variable is at a high criterion. Which existing frequency of 92 with a percentage of 56.55%. Individuals with high student involvement criteria describe individuals who like academic challenges. When faced with challenges, individuals will become active in learning. An active individual provides interaction between individuals and educators better experience so that it can help students in solving academic difficulties.

Table 5. Descriptive Analysis of Entrepreneurial Interest Variables

Interval	Criteria	Frequency	Percentage (%)
30.74 – 35	Very high	43	25.60
26.45 - 30.74	High	110	65.48
22.16 - 26.45	Rather high	15	8.93
17.87 - 22.16	Moderate	0	0
13.58 - 17.87	Rather low	0	0
9.29 – 13.58	Low	0	0
5 – 9.29	Very low	0	0
Total		168	100

Source: processed primary data, 2019.

Based on table 5, it looks that the variable of entrepreneurial interest is at high criteria. Which existing frequency of 110 with a percentage of 65.48%. Then when viewed from the distribution of the data, it appears that no data fill in the criteria of being, rather low, low and very low. Data was in very high, high and somewhat high criteria. High criteria in entrepreneurial interest illustrate that individuals have good self-confidence, are willing to take risks in any situation which will then make them accustomed to facing uncertainty. Indirectly, individuals will be encouraged to be able to accept challenges and want to work harder.

The next step in this research is testing assumptions. The first thing to do is to assume sample testing. The sample in this study amounted to 168 respondents consisting of 2015 and 2016 Faculty of Economics students from all study programs. This figure has met the criteria of Hair (1995) in Ferdinand (2013) states that the sample size required in structural analysis is 100-200 respondents. Sample in this study meet Maximum Likehood (ML) technique. The next step is the normality test.

Table 6. Assessment of normality

Variable	min	max	skew	c.r.	kurtosis	c.r.
Adversity Intelligence	18.000	27.000	-0.079	-0.419	-0.219	-0.578
Creativity	19.000	27.000	-0.367	-1.944	0.214	0.566
Personality	18.000	28.000	0.127	0.674	-0.223	-0.591
Student Engagement	20.000	28.000	0.126	0.665	-0.031	-0.082
Entrepreneurial Interest	24.000	35.000	-0.219	-1.160	0.330	0.873
Multivariate					2.488	1.927

Source: *Output* IBM SPSS Amos 24, 2019.

Looks from the results of the assessment of normality test that the variable and multivariate are at -1.96 ≤ c.r. ≤ 1.96 at the 0.05 (5%) significance level. The results on adversity intelligence -0.578 on creativity 0.566 on personality -0.591 on student involvement -0.082 on entrepreneurial interest 0.873 and on multivariate at 1.927 thus it can be categorized that the data in this study have normally distributed. Good data besides normal distribution must also meet the requirements of the multicollinearity test.

Table 7. Sample Covariance

	KdsAdvsts	Creatiuity	Personality	KelSsw	MtWrsha
KdsAdvsts	3,065				
Creativity	,906	3,082			
Personality	1,184	,368	3,178		
Student Engagement	,955	1,147	,786	3,024	
Entrepreneurial Interest	1,305	1,327	1,256	1,588	4,345

Condition number = 4,609; Eigenvalues 7,895 2,913 2,294 1,879 1,713;

Determinant of sample covariance matrix = 169,793

Source: *Output* IBM SPSS Amos 24, 2019.

Based on the output of the covariance sample by looking at the value of the determinant of the sample covariance matrix, there is no multicollinearity in this study. Following the theory of Tabachnick and Fidell (2007), that the value of 169.793 in the determinant of the sample covariance matrix is very far from the value of 0. Thus the researcher can conduct further prerequisite tests.

The next test is the outlier test, but because the data in this study have normal distribute, this test is no longer needed. Outlier tests were done by looking at the Mahalanobis distance table. If there is data with values that are too distorted, the data is an outlier.

After all assumption tests run, a model will be estimated. Ten criteria tests use to determine whether the model in this study was declared fit or feasible, and the results obtained were all the specified criteria were met and declared fit.

Table 8. Summary of the Goodness of Fit Index Test Results

The goodness of fit Indices	Cut of Value	Output	explanation
Chi-Square Statistic	expected numbers are small	3,691	Fit
Probability	≥ 0,05	0,158	Fit
RMSEA	≤ 0,08	0,071	Fit
GFI	≥ 0,90	0,991	Fit
AGFI	≥ 0,90	0,935	Fit
CMIN/DF	≤ 2,00	1,845	Fit
TLI	≥ 0,90	0,935	Fit
CFI	≥ 0,95	0,987	Fit
AIC	lowest on the default model	lower value on the default model	Fit
ECVI	lowest on the default model	lower value on the default model	Fit
HOELTER	≥ 200 (0,05)	272 (0,05)	Fit

Source: *Output* IBM SPSS Amos 24, 2019.

After estimates are declared fit, a path diagram can be displayed. The path diagram formed in this study is as follows.
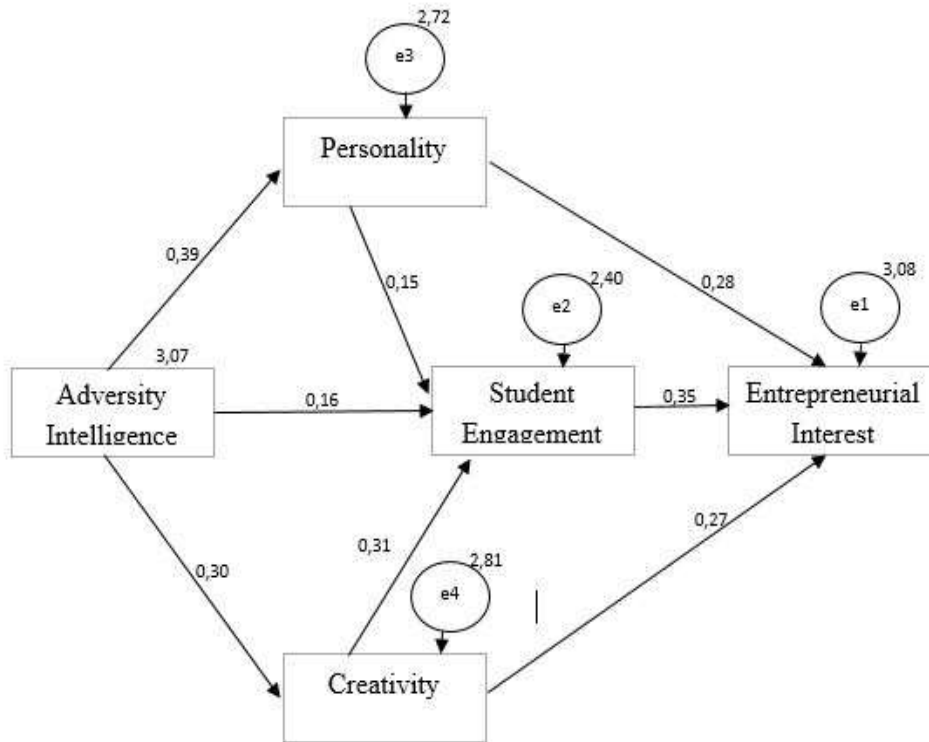

Figure 2. Path Diagram in Research

Path diagram illustrates the pattern in this study, and more clearly in the Table 9.

Table 9. Regression Weights

			Estimate	S.E.	C.R.	P	Label
Personality	←	Adversity Intelligence	.386	.073	5.300	***	par_7
Creativity	←	Adversity Intelligence	.296	.074	3.987	***	par_8
Student Engagement	←	Personality	.151	.073	2.079	.038	par_1
Student Engagement	←	Adversity Intelligence	.163	.077	2.117	.034	par_2
Student Engagement	←	Creativity	.306	.071	4.288	***	par_3
Entrepreneurial Interest	←	Student Engagement	.352	.087	4.064	***	par_4
Entrepreneurial Interest	←	Personality	.277	.079	3.516	***	par_5
Entrepreneurial Interest	←	Creativity	.266	.084	3.187	.001	par_6

Source: *Output* IBM SPSS Amos 24, 2019.

Based on the existing path diagram and the Regression Weights table, the following regression equation is.
1. Entrepreneurial Interest = 0,28 Personality + 0,35 Student Engagement + 0,27 Creativity
2. Student Engagement = 0,15 Personality + 0,16 Adversity Intelligence + 0,31 Creativity
3. Personality = 0,39 Adversity Intelligence
4. Creativity = 0,30 Adversity Intelligence

The next step is to find out the magnitude of the influence of each variable. The data will display in the Table 10.

Table 10. Squared Multiple Correlations

	Estimate
Creativity	0.087
Personality	0.144
Student Engagement	0.206
Entrepreneurial Interest	0.289

Source: *Output* IBM SPSS Amos 24, 2019.

The creativity variable obtained a value of 0.087 which means that the adversity intelligence variable explains other factors outside the research model explain the creativity variable by 8.7% and the remaining 91.3%. Then the personality variable, this variable obtained a value of 0.144 which means that the adversity intelligence variable explains other factors outside the research model explain the personality variable by 14.4% and the remaining 85.6%. Student involvement variable, in this variable, obtained a value of 0.206 which means that the student engagement variable is explained by personality variables, adversity intelligence variables and creativity variables by

20.6% and other factors outside the research model explain the remaining 79.4%. The last variable of entrepreneurial interest, in this variable, was obtained a value of 0.289 which means that the variable of entrepreneurial interest was explained by personality variables, student involvement variables and creativity variables by 28.9% and other factors outside the research model explained the remaining 71.1%.

Tests in this study indicate that there is an influence between adversity intelligence on personality. Thus H1 is accepted. Adversity intelligence is needed in entrepreneurship because by having adversity intelligence, entrepreneurial personality will be formed in students so that they have a greater chance of solving problems or obstacles in entrepreneurship. The results of this study are in line with the results of research from Astri and Latifah (2017) which states that there is a relationship between adversity intelligence and personality that ultimately leads to a growing desire to start a new business.

Adversity intelligence influenced student involvement. This thing will be very instrumental in the learning process, wherein learning that there is student involvement therein will arise an obstacle or problem. Then in the process, students who are involved and have high adversity intelligence will be able to find a way out so that problems in learning. This thing is in line with the results of the research of Dewi and Sawitri (2015), where individuals with high adversity intelligence will have high involvement in what they are doing. This thing can occur because these individuals will tend to concentrate more fully on what problems are faced and reluctant to leave the problem before getting a way out. Thus it will create student involvement in quality learning if supported by high adversity intelligence within students because students will increase and involved in learning when adversity intelligence in students encourages them to be more focused until problems in learning.

Adversity intelligence influences creativity. High adversity intelligence will encourage high creativity. This thing happens because the influence of intelligence in solving problems will encourage individuals to think creatively. This result is in line with the results of Kalsum's research (2017), where there is an influence

between adversity intelligence and creativity. The ability of each individual to respond to a problem will also be different. As revealed by Masten and Gewirtz (2006) that adversity intelligence has a positive adaptation pattern and always develops in every difficult situation. Reviewing these expressions and based on the results of this study, the way each individual in adapting to the process of finding a solution will be different. And the ability to adapt is what will then affect the use of the creativity of each individual.

Personality influences student involvement. Personality with an orientation to the task and results will encourage to be more involved in a learning process. This orientation certainly encourages students to be more active in learning, and activeness will make students more involved. These results are in line with the results of research from Aryaningtyas and Suharti (2013) that active personalities have a positive influence on the engagement. Similar to this research, positive activity during the learning process is activeness that supports the process of developing interaction between students and lecturers. Students who have positive active responses will certainly be more easily involved in learning when compared to personally passive students. Teachers will more easily evoke an existing entrepreneurial learning atmosphere and with active personalities and the creation of involvement, what is the goal of learning will be easier to convey.

Creativity affects student involvement. When a process requires involvement, the individual will automatically use the creativity side. Active creativity in response to dynamic engagement. At certain times when it is needed a creative side, students will issue various ideas or ideas so that they are still able to engage in learning and entrepreneurial activities. Like entrepreneurial learning that requires creativity, without the creativity side of students will become passive and not involved in learning. But when a student has a creative side, he will be able to engage in learning. Likewise, in entrepreneurial activities, individuals who do not have a creative side will tend to choose not to be involved. But when an individual has a creative side, he will certainly be comfortable to be involved in a dynamic entrepreneurial process. The results of this test are in line with the results of the study of

Wahyudin *et al.* (2017) that creativity can influence the increasing interaction (involvement).

Personality influences entrepreneurial interest. A person with a leadership spirit who always emphasizes himself on the tasks and results is the basis for prospective entrepreneurs or who have become entrepreneurs. Personal growth is influenced by the interest to become entrepreneurs. The results of this study are in line with the results of Kurniawan *et al.* (2016) that personality influences entrepreneurial interest. Furthermore, personality with leadership spirit is an individual who wants to make himself as the spearhead in every decision making and to give orders. This thing is closely related to the everyday entrepreneurship where every time the individual is always the decision-maker and the instructor. The originality side will give success in terms of personal leadership. Personal interests with strong entrepreneurship will always focus on the task. All these factors make the influence of personality on entrepreneurial interests.

Student involvement influences entrepreneurial interest. Students who are the object of this research are students who have attended or are taking part in entrepreneurship courses that in the process of interacting between students and instructors, students with other students and students with their environment are things that will determine how much influence the involvement of entrepreneurial interest will form. Entrepreneurial interest makes an individual form a business or entrepreneurial mindset that is the emergence of independence. The results of this study are in line with the results of Ani (2013) research that student involvement gives influence in forming an attitude of interest in entrepreneurship, this thing caused by various kinds of things that students go through in learning activities. As stated, Prihandono and Utami (2018) that entrepreneurship is a concept related to learning institutions, where there must be innovation and practice that contains novelty. This thing makes students more involved so that they benefit from innovation and practice for their lives.

Creativity influences entrepreneurial interest. Creativity is something that is needed by every entrepreneur or when going to start a business. When the business is running, creativity is needed so that the business can develop. When going to start a business, creativity will encourage someone to generate new ideas in the business. There was interest, and this stage happened in this study. The creativity possessed by students gives an influence on entrepreneurial interest. The results of this study are in line with the results of research by Sugiarto *et al.* (2015) that there is an influence between creativity and entrepreneurial interest. However, if the productivity is low, it will certainly cause low entrepreneurial interest as well. Creativity can form a strong capital base. As revealed by Hadiyati (2011) that creativity can form a strong basis for initial capital in entrepreneurship. This thing means that the idea of new business and innovation of business can also be a part of the capital. Capital used with the potential for competitive advantage, and when an individual is ready to compete, the individual has an entrepreneurial orientation. As expressed by Kuswanti and Prihandono (2017) that excellence in the competition is an individual characteristic that has an entrepreneurial orientation.

CONCLUSION

Personality is at high criterion, with frequency 95 and percentage of 56.55%. Adversity intelligence is at a high criterion, with frequency 104 and percentage of 61.90%. Creativity is at a high criterion, with frequency 98 and percentage of 58.33%. Student involvement is at high criteria, with frequency 92 and percentage of 56.55%. Entrepreneurial interest is at a high criterion, with frequency 110 and percentage of 65.48%.

There is an influence between adversity intelligence and personality. There is an influence between adversity intelligence and student involvement. There is an influence between adversity intelligence and creativity. There is an influence between personality and student involvement. There is an influence between creativity and student involvement. There is an influence between personality and entrepreneurial interest. There is an influence between student involvement and entrepreneurial interest. There is an influence between creativity and entrepreneurial interest. Variable personality, adversity intelligence, creativity, student

involvement and entrepreneurial interest are in the high criteria in descriptive analysis.

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